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ABSTRACT

The process of evaluation of all teacher education programs in Utah includes a visit to each state institution at least once every five years. During the approval visit, each teacher education program leading to certification is evaluated according to the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). On November 9-11, 1981, a group of professional personnel directed by and under the leadership of the Utah State Office of Education visited the campus of Utah State University (USU). The results of that evaluation are reported in this document. Commendations and recommendations are given for elements of the USU teacher education program: (1) organization and administration of teacher education; (2) curriculum principles and standards for basic programs; (3) early childhood education; (4) elementary education; (5) secondary education professional components; and (6) post baccalaureate and graduate programs. (JD)

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REPORT TO THE UTAH STATE BOARD OF EDUCATION ON THE TEACHER EDUCATION PROGRAMS AT UTAH STATE UNIVERSITY

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah
November 1981

SP 020 003

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FOREWORD

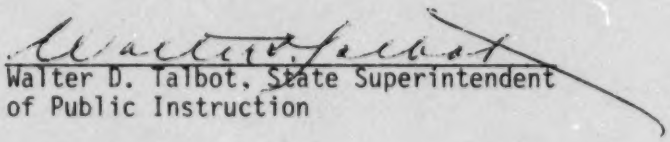
The Utah State Board of Education has the responsibility to evaluate on a program-approval basis all teacher education programs in the state. The process of program approval includes a visit to each state institution at least once every five years.

In applying the approved-program approach to teacher education, staff members of the Utah State Office of Education work with the various Utah colleges and universities in the development and modification of preparation programs for teachers and other professional personnel. Once a program has been approved by the State Board of Education, individuals who complete that program are certificated by the state without the necessity for detailed transcript analysis and evaluation.

During the approval visit, each teacher education program leading to certification is evaluated according to the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) which have been adopted by the Utah State Board of Education as the official Utah standards.

Processes leading to the improvement of programs in the institutions in Utah include institutional self-evaluation as well as the on-site evaluation by the visiting team. On November 9-11, 1981, a group of professional personnel directed by and under the leadership of the Utah State Office of Education visited the campus of Utah State University. The results of that evaluation are reported in this document.

Gratitude is expressed to the members of the visiting team who are listed in the report and especially to the faculty and staff of Utah State University for their many hours of hard work in preparing for the visit.



Walter D. Talbot, State Superintendent
of Public Instruction

STATE APPROVAL ON-SITE VISITATION TEAM
Utah State University
November 9-11, 1981

Edwin L. Lyle Washington State Department of Public Instruction	Chairman
Ralph B. Smith Brigham Young University	Administration and Supervision
Nellie Higbee Murray School District	Elementary Education
Don Kauchak University of Utah	Secondary Education
Patrick Eddington Northwest Intermediate School	Art
Ruth Gardner Weber State College	Early Childhood Education
Elliot Howe Utah State Office of Education	Foreign Language
Barbara West University of Utah	Health and Physical Education
Kenneth Neal Utah State Office of Education	Instructional Media
Dale West Brigham Young University	Language Arts
Steve Cottrell Woods Cross High School	Mathematics
Jay J. Campbell Utah State Office of Education	Music
R. LaMar Allred Utah State Office of Education	Science
Gary Hale Southern Utah State College	Social Studies
Mary Ann Williams Davis School District	Special Education, School Psychologist, and Communicative Disorders
Walter E. Ulrich Utah State Office of Education	Vocational Education

Joyce Hansen Utah State Office of Education	Team Facilitator
Vere A. McHenry Utah State Office of Education	Team Facilitator

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UTAH STATE OFFICE OF EDUCATION

WALTER D. TALBOT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

LETTER OF TRANSMITTAL

MEMORANDUM

TO: Walter D. Talbot
State Superintendent of Public Instruction

FROM: LeRoy R. Lindeman, Administrator
Division of Curriculum and Instruction

DATE: January 8, 1982

RE: Report of the Evaluation of Teacher Education Programs at Utah State University

Attached is a report of the evaluation of the teacher education programs at Utah State University. The on-site team visited the campus on November 9-11, 1981. The team was chaired by Edwin Lyle, Associate for Teacher Education, Washington State Department of Education and included representatives of higher education institutions, public and private schools, and the Utah State Office of Education.

In accordance with the evaluation, the following programs are recommended to the State Board of Education for approval upon condition that suggested changes and improvements are implemented or responded to within a reasonable period of time, but not to exceed one year from the time of the visit.

- Early Childhood Education
- Elementary Education
- Secondary Education
  - Composite Majors:
    - Agriculture
    - Art
    - Biological Science
    - Business Education
    - Distributive Education
    - Drama (Theatre Arts) Speech
    - Earth Science
    - Health/Physical Education

Curriculum Development Section (801) 533-5572
Evaluation and Needs Assessment Section (801) 533-6040
Media Production Section (801) 533-5573

LEROY R. LINDEMAN, Administrator
Curriculum and Instruction Division (801) 533-5550

Media Center (801) 533-5571
Staff Development (801) 533-5965
Teacher Certification (801) 533-5965

Home Economics
Industrial Arts
Mathematics/Computer Science/Statistics
Music
Physical Science
Social Studies
Trade/Industrial/Technical Education

Majors and Minors:
Chemistry
Coaching - minor only
Dance
Drama (Theater Arts)
Economics
English
French
Geography
German
Health
History
Instructional Technology (Media) - minor only
Journalism
Mathematics
Music - minor only
Physical Education
Physics
Political Science
Psychology
Sociology
Spanish
Speech
Zoology - minor only

Post-Baccalaureate and Graduate Programs:
Administrative/Supervisory
Communication Disorders (Speech Pathology and Audiology)
Special Education
Resource Teacher
Teacher of the Severely Handicapped
School Psychologist

GENERAL

An on-site visit to the campus of Utah State University by a team organized under the direction of the Utah State Office of Education took place November 9-11, 1981. The visit culminated a self-study review of all programs of teacher preparation at the University which was initiated eight or nine months previous.

The team included representatives of the State Office of Education and other preparing institutions as well as practitioners from schools. Dr. Edwin Lyle, Associate for Teacher Education for the Washington State Department of Education, served as team chairman.

The procedures used by visitation team members to validate and interpret the institutional self-study report were individual interviews with faculty members and students, group interviews, the study of selected documents, and observation of selected learning activities such as classes, seminars, and clinical experiences. Interviews and observations were used to get at a wide variety of facts, attitudes, and judgments about the teacher education program at Utah State University.

The team examined the data presented in the self-study report and found it to be essentially accurate to the best of the team membership's collective knowledge.

The following commendations and recommendations are submitted by the visitation team representing the knowledge and professional judgments of the team membership. Specific program commendations and recommendations appear later in this report.

Commendations

1. A clear, total institutional organizational structure for teacher education is visible. It is reflected in support from the university administration with the vice-provost taking an actual role in the Institutional Council for teacher education. The Dean of Education is perceived as very effective, and he relates well with all departments. The Associate Dean is also a very effective administrator.

2. The Edith Bowen School and the Exceptional Child Center are unusually strong facilities for teacher education and each serves as a model for strengthening professional preparation.

3. The placement record for graduates is exceptionally high and a commendable job is being done in compiling statistical data on placements.

4. School personnel in Utah perceived Utah State University graduates as strong. They attribute their success to effective preparation at U.S.U.

5. A high degree of esprit de corps is apparent on the Utah State University Campus. One senses that all groups relate well to one

another. There is mutual respect among students, faculty, and administration.

6. A notable strength is early involvement in field experiences, especially at elementary level and in special education. Students have the opportunity to recommit or to deselect themselves early .

Recommendations

1. While a strong case can be made for the involvement of other departments outside the College of Education in professional preparation and much strength can be derived from their efforts to assist and support teacher education efforts, safeguards should be taken to ensure that all special methods are of high quality and field oriented. It appears that special methods in some areas are very strong. However, some fields may suffer from not having practical methods instruction. Persons assigned to teach such courses should meet demanding standards, including firsthand knowledge of the field and realistic instruction skills in working with school-age children and youth.

2. Students in elementary education are receiving good instruction on the exceptional student. Students at the secondary level do not seem to be receiving as much. A clearer design for secondary is needed.

3. At least 14 Utah school districts have moved to the middle school pattern of organization, and the trend is continuing. New middle education certification requirements have been adopted which provide for significant deviations from traditional standards to meet the unique needs of students in grades five through nine. Utah State University has been in the forefront of the development of a teacher education program to accommodate the new middle education standards but has been unable to secure the resources necessary to implement the program.

   It is therefore recommended that every effort be made to secure additional faculty with expertise in middle education as well as support resources to implement a middle education certification program by the beginning of the 1982-83 school year.

4. Several years ago the State Board of Regents assigned the training role for administrators to the University of Utah. Utah State University retained the doctorate in Curriculum and Instruction and the accompanying certification program in Instructional Supervision. The institution was directed to redistribute the resources formerly used to support the administrator training program to other degree and certification programs. In 1980 the State Board of Education revised certification standards to cover administrators and supervisors with a single credential. This had the effect of putting Utah State University back into the business of preparing administrative personnel. No resources were provided, however, to accommodate this expanded role.

It is therefore recommended that every effort be made to secure resources to add a faculty member in the administrative/supervisory program area to accommodate the expanded needs of the program.

5. The evaluation report of 1976 recommended opportunities for more creative planning (brainstorming). In that same context, it is recommended that this effort be continued with special emphasis on such areas as computer literacy, socio-economic differences, exceptionality, and international education. Much good work is being done, but much more is needed.

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

2.1 PURPOSES AND OBJECTIVES

All standards are met. Information cited in institutional report and university catalogue as well as various brochures of the college and departments is complete and accurate. Goals are clearly stated for teaching, research, and extension services. Department exhibits include statements of philosophy. Input from various constituencies has been utilized in the development of teacher education programs, including faculty, students, follow-up studies of graduates, professional organizations, guidelines of professional societies, and the public schools.

2.2 ORGANIZATION

All standards are met. The University Council on Teacher Education coordinates and controls teacher education. Examination of minutes for a two-year period of time revealed an effective and efficient organization. The organization of the council, membership, terms of office, etc. noted in institutional report is accurately and completely described.

Commendation

The University Council on Teacher Education provides an outstanding service to the College of Education. The organization of the council, its purpose, functions performed, all serve to enhance the ability of the college to effectively control and administer its programs.

Recommendation

The University Council on Teacher Education has served the College of Education for more than ten years. While there is ample evidence that it has been responsive to its charge, there is no indication that the Council has gone through the self-evaluation process. It is recommended that the Council consider this kind of activity to reflect on its contributions, evaluate its performance, and review membership assignments, terms of office, council responsibilities, and operational goals.

2.3. ADMISSION-RETENTION-EXIT-FOLLOW UP

Methods for obtaining and maintaining information

a. Application through secretary teacher certification office. Signed by department advisor
b. Transcript of credit required-evidence of 2.5 average
c. Program record form shown on page 13 of the "Guide to Undergraduate Program in Secondary Education at Utah State University."
d. Instructions on Application for Certification available in written form.

Admission standards, including time deadlines and special requirements, are published in the "Guide to Undergraduate Programs," pages 7 and 8, and also in the Utah State University Catalog, page 12.

The Handbook for Elementary Student Teaching defines evaluation of student performances. Departmental student teaching handbooks define evaluation of student teaching at the secondary level. The required evaluation forms include: Evaluation of Student Teaching Performance, Practicum Observation Form, and Report of Supervisory Visit.

Evaluation Program as candidates complete pre-service program and apply for recommendation to become certified includes determination that candidate has
(a) attained a baccalaureate degree
(b) completed professional component
(c) completed departmental major and minor as verified by departments
(d) obtained a minimum g.p.a. of 2.5.

There is some evidence of departmental follow up of graduates.

2.4 STUDENT PERSONNEL SERVICES

All standards are met with the possible exception of Standard VI. (See recommendation following.)

Commendations

1. Individual, one-to-one advising is thorough and personal.

2. Written documents are comprehensive, up to date, and available.

Recommendations

1. Personnel services need better coordination, perhaps through a campus-wide committee.

2. A first task of this committee might be the creation of an ad-hoc sub-committee to address Standard VI (evaluation of services).

2.5 STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION

All standards are substantially met.

2.6 FACULTY

All standards well or substantially met. Most faculty have prior experience in elementary and secondary schools in addition to professional training and interest.

More contact with schools outside the Cache Valley area would be helpful.

There is considerable variation among individual faculty members on professional activities.

There may be some problems in faculty retention. Some excellent faculty have left for better pay while some weaker faculty have been retained.

2.6.1 INSTRUCTION

While there are variations among the departments involved in teacher education, there is evidence that a variety of instructional procedures are used and that the quality of instruction is generally very good. Records are brief or incomplete regarding performance of students in teaching following graduation.

Commendation

Most of the departments which work with the College of Education are unusually concerned and feel substantial responsibility for teacher preparation, and this is reflected in their instructional performance.

2.7 FACILITIES AND INSTRUCTIONAL MATERIALS

All standards met with the exception of the facilities provided for the Communicative Disorders Department. These are rated as minimal despite strong efforts of the staff to make them useful.

There is a need for a science education center and for microcomputers for the Mathematics Department.

Commendations

1. The College of Education is to be highly commended for the attractive and excellent facilities provided in the Education Building, Physical Education Complex, Department of Instructional Technology, University Library, the Moore Children's Library, and the Curriculum Library.

2. The campus is very attractive and is functionally designed. There appear to be many activities available to the students.

3. The University Library is excellent for instructional research and for other services pertinent to the College of Education's teacher education programs. It is administered by a very competent professional who stays abreast of the most recent publications and technologies in the field. The atmosphere is conducive to study, research, and review. The hours of operation are outstanding.

4. The Audio Services Section of the Library is worthy of a separate commendation. It is efficiently supervised by an individual who has implemented many new procedures and services designed to provide above average service to the faculty and students as well as to save the library a substantial amount of budgeted funds.

5. The College of Education staff is to be highly commended for their willingness to provide audio, video, and slide-tape presentations for use by students who missed a class, need to review, or do further research. This evidences a real concern for students. The use of these materials is extremely high.

Recommendations

1. It is recommended that the College of Education Dean work with the University Administration to close the media equipment repair, parts, and inventory functions of the physical plant and to transfer these responsibilities, with accompanying resources, to the Audio-Visual Services Section of the university library. This would, in effect, combine all of the campus media services under Learning Resources and would eliminate unnecessary and expensive duplication of purchases, more efficient and cost-effective repair, and a unified inventory control. Precedence already exists in the area of overhead projector procedures and in the services being provided for 16 mm films and videotape program production and broadcasting.

2. Microcomputers are being purchased in ever-increasing quantities in Utah's public schools. The majority of these are being used in mathematics and English instruction. It is recommended that sufficient machines be purchased so that these two department can provide their students with hands-on experiences while attending the university.

3. The Science Department has a valid requirement for a science education center. Such a facility would provide students with study and experience with actual materials through opportunities to become involved in investigation, inquiry, and experimental methods.

4. All secondary education students should be competent in media utilization/production. Living and working in a media oriented world not only demands these skills but for a teacher not to understand utilization concepts is an injustice to his/her students.

5. It is strongly recommended that all education students have a basic understanding in computer literacy. We are living in a "computer" society. Many students have computers in their homes. Once a basic understanding has been obtained by students, specialized applications can be taught in their particular departments.

2.8 SCHOOL-INSTITUTION RELATIONSHIPS

The institution has evidenced a major effort to develop and maintain relationships with the local school districts in providing a wide spectrum of field experiences. The institutional coordination of these experiences is appropriately handled by the Bureau of Student Teaching.

Procedures have been developed to accommodate the variety of field experiences provided by the local school districts. District administration and

building principals are directly involved in the authorizing and scheduling of these experiences.

Cooperating teachers are identified by the administration of the schools selected and trained by the institution and coordinated supervision scheduled by the Bureau of Student Teaching.

The publication of a Handbook for Student Teachers and the offering of appropriate training for cooperating teachers are evidence of the ongoing effort to upgrade the supervisory skills of the professionals involved in the practicum experience.

Commendation

The extensive use of the Edith Bowen Laboratory School in providing practicum experiences for prospective elementary teachers has been a major dimension in upgrading the preparation of candidates for student teaching as evidenced by the testimonies of several experienced cooperating teachers. The four-phased program has been widely acclaimed by the teaching candidates.

Recommendation

The use of secondary specialists, who have gained credibility with the cooperating districts and schools, in the supervision of the interns has been a mutually beneficial activity. Unfortunately, this supervision has been exclusively conducted by staff of the Department of Secondary Education, with no involvement of institutional faculty from the academic subject. This should be rectified. (See Standard II.)

CURRICULUM PRINCIPLES AND STANDARDS FOR BASIC PROGRAMS

3.1 CURRICULUM PLANNING AND DEVELOPMENT

All standards are met. Objectives listed on page 22 of Institutional Report. Departmental objectives have also been developed and updated.

Purposes and objectives are clarified in the five levels of the teacher preparation program (S.O.D.I.A) as well as on page 2 of the self-study report.

Individualization is reflected through electives, freedom to pursue areas of interest, capitalize on individual talents, and background on how to recognize talents of public school students and to organize a program for them.

Evaluation is provided for at the end of each of the five levels, e.g., skills, attitudes, working with others.

Commendations

1. The organization and functioning of the Curriculum Committee within the university to coordinate programs and courses and maintain standards is serving a valuable purpose in facilitating continued quality.

2. There is a constant awareness of the need to maintain a balance in the courses offered. When a new one is approved, usually an outdated or less practical one is deleted. Screening and approval of new courses is conducted in a highly professional and commendable fashion.

Recommendations

1. Updating of equipment, space, and general facilities is needed. Attention should be given to providing more computer services to the college of education, e.g., the Teacher Skills program could be computerized which would help students monitor their progress. Also students need to have some experience in the use of computers as a part of their teacher preparation program.

2. The quality of the staff is excellent, but more instructional help is needed. With an 8.6 percent student increase and no additional staff, there is an inevitable extra demand on the attainment of curriculum goals. Staff overload extends to both campus and off-campus educational services provided by the college.

3.2 GENERAL EDUCATION

Current general education requirements include 52 quarter hours of approved credit. These hours include the following:

English composition		12
Humanities		9-15
Social Science		9-15
Science (to include life science, physical science, and math).	18	

This distribution of credit hours and requirements provide for proficiency in writing skills as well as a broad base in the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences. It also provides for flexibility for individual fulfillment while maintaining a well-rounded program.

3.3 PROFESSIONAL EDUCATION

These standards are addressed and the evaluation reflected in the elementary and secondary professional component sections of this report.

EARLY CHILDHOOD EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I.	Students receive a good foundation for early childhood education as defined by this standard. The program is based upon a sound philosophy of education and is well planned and implemented. All students are required to take Special Education 301 and have practicum experience working with many types of children.
II.	In general, this standard is being met at a superior level. One area of concern, however, is students' perception of their preparation for the teaching of reading. Although cooperating teachers report that students are now better prepared in this area than ever before, students do not feel that their reading courses are adequate. When questioned about course content, students seemed to have a knowledge base concerning the nature of reading, skills to be taught, etc. The second area of concern is health education. Students are not required to take a course in health and are not taught how to deal with health as it applies to children in the classroom. The third area in need of strengthening is that of social competency and understanding.
III.	Students in the early childhood education SODIA program progress through a well planned variety of learning experiences in classes, the Edith Bowen Laboratory School, the USU Child Development labs and in various public and private classrooms. They are well supervised by dedicated instructors during these experiences and are constantly guided to assume greater professional responsibility for the planning and implementation of early childhood education programs. Excellent cooperation exists among all individuals and agencies who work with students to insure that they are well prepared to provide the best education possible for young children.

Recommendations

1. Reading courses should be refined to provide for more experiences in applying knowledge and skills. These experiences should include practice in developing programs, selecting materials, and planning to meet the individual needs of pupils. Such opportunities provided in

EL Ed 416 may reinforce the confidence of students in their ability to be good teachers of reading.

2. Training in School Health should be required. This training should include but not necessarily be limited to:

   (1) knowledge of first aid
   (2) identification of common diseases and disorders.
   (3) policies concerning medication and treatment.

3. Content of present courses taught by different instructors should be coordinated to insure that all students receive the presently offered experiences in cross cultural communication. These experiences should be extended to include more knowledge of differing cultural value systems and the influence of culture upon communication, human relations, motivation, and cognitive styles. Students need to be taught to appreciate the difference in teaching for cultural pluralism as opposed to teaching according to the melting pot theory and receive more information and experience related to:

   (1) cross cultural awareness and understanding,
   (2) methods and techniques to meet the needs of culturally different children,
   (3) activities for the development of multicultural education in the classroom.

ELEMENTARY EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I.	Understanding of child growth and development; standard met completely as required for competency prior to Level II of USU Elementary Program.
II.	Studies and experiences in sociological and behavioral sciences to emphasize the relationship of students to their environment; standard met at Level II. Strong area.
III.	Instructional competence in teaching methods and materials to promote basic learning skills; standard met in top quality fashion at Level III.
IV.	Competency in supportive subject content, e.g., art, music, health, physical education, etc.; these are electives and must be so because of the requirements for the basic disciplines. This standard is met at Level III.
V.	Competence in methods and use of materials; these skills are developed at Levels III and IV by interaction with various programs and people. This standard is met very well.
VI.	Comprehensive knowledge of appropriate literature for children; this standard is met completely, mainly at Levels III and IV.
VII.	Individualization of instruction, team teaching, and various organizational methods; standard is met at Levels II, III, IV, and V as students are provided many opportunities to observe, participate, and to work independently.
VIII.	Preparation for teaching atypical students; this standard is met mainly through opportunities provided at the Edith Bowen Laboratory School and the Exceptional Child Center. Students are made aware of children from varied cultures, as well as handicapped, learning disabled, emotionally disturbed, etc.
IX.	Skills related to diagnosis, prescription, and evaluation of learning difficulties; standard is met at Levels III and IV.
X.	Skills related to working with parents and other adults; standard is met in Levels II, III, and IV. Students are strongly encouraged to attend school board meetings, parent-teacher conferences, P.T.A. meetings, faculty meetings, etc.

Commendations

1. The major strength of the entire program is the quality of the staff. They, as a group, from the dean to the department head, to each staff member interviewed, accept their responsibility and accountability for the success of the program, the students, and for each other. There is a unity, a support, and a loyalty between staff members that is genuine and sincere.

2. The depth and perception encompassed in the SODIA system provides a quality working format for all students that gives them direction and yet maintains a high degree of freedom to develop their own individual talents and strengths.

3. The pride the students have in the program is another indicator of success. Students are confident, admit that they have "worked hard," but seem satisfied and pleased with their efforts.

4. The strong areas of language arts, science, etc. in Level III provide a sound structure of basic knowledge; that along with the strength in the advisory program helps students feel secure as they move forward toward their chosen profession.

5. "Hands-on" working experiences with children in Level III is excellent.

6. There is very good coordination between the Edith Bowen School and the instructions given to students by the university professors.

7. Much of the screening process is done in a subtle fashion by providing students an opportunity to observe and work with children early in their university experience, e.g., Level I and II of SODIA.

Recommendations

1. That the close, harmonious, relationship between the university and the public schools continue to be maintained and strengthened, where possible, to allow a "fine tuning" placement of student teachers and that university and public school personnel unitedly be committed to providing the best quality student teaching experience possible for each student, matching student and cooperating teacher so that both may grow professionally.

2. That continued focus be placed on the language arts and that all staff members be united in helping students improve their communication skills, both oral and written.

3. That students continue to be made aware of a wide variety of reading programs, techniques on how to determine a student's learning level, how to organize a classroom of students for reading instruction, etc. Demonstrations on how to do it at Level III might be an appropriate activity.

4. Admissions to the Elementary Education Program should be strengthened and guidelines clearly defined to continue to encourage top quality candidates. Much has already been done in this area, but a continued awareness is vital to long-range goals.

5. Subject matter teachers should review, sharpen, and refresh their skills by periodically working with children in the schools.

6. Students who work on Level III during the summer miss out on the rich, varied program conducted at the Edith Bowen School during the regular school year. It is strongly recommended that all students be scheduled during the regular school year, if possible. This may require greater use of adjacent public schools to assist in providing working space for students.

SECONDARY EDUCATION - PROFESSIONAL COMPONENT

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I.	Met (as stated in the 13 aspirations for secondary teachers.)
II. A.	Met. Through Psychology 366 (Educational Psychology, other professional classes and experiences with students.)
B.	Met. (Sec. Ed. 301, Teaching Skills Lab)
C.	Met. (Sec. Ed. 302, Foundations of Education)
D.	Met. (Sec. Ed. 302, Foundations of Education)
E.	Met. (Sec. Ed. 302, Foundations of Education)
F.	Met. (Teaching Skills Lab and Special Methods)
G.	Met. (Sec. Ed. 510, Improvement of Reading)
III.	Met. (Sec. Ed. 301, Teaching Skills Lab and Sec. Ed. 302, Foundations of Education)
IV.	Met. (Sec. Ed. 301, Teaching Skill Lab. Sec. Ed. 303, Field Experiences Sec. Ed. Special Methods Sec. Ed. 400, Student Teaching)
V.	Met. (Sec. Ed. 301, Teaching Skill Lab. Sec. Ed. 303, Field Experiences Sec. Ed. Special Methods Sec. Ed. 400, Student Teaching Sec. Ed. 450, Curriculum Seminar)
VI. A.	Met. (Advisor plays a central role here.)
B.	Met. (Typically a ten-week, full time experience.)
C.	Met. (Student Teaching typically requires full responsibility for at least four classes.)
D.	Met. (The university monitors the placement of schools closely.)
E.	Met. (Student teacher placement is done by university personnel acquainted with student teacher and cooperating teachers' strengths and weaknesses.)

F. Met. (Assignment and load congruent with goals.)

Commendations

1. The significant efforts of the faculty to coordinate and articulate their component(s) with other facets of the program are to be commended. This is always a difficult task when a large number of departments is involved.

2. The personal orientation of the faculty as evidenced in their teachings, advising, and working with students in the field is a significant plus in the program.

3. The faculty and staff take the student teaching seriously as evidenced by excellent placement, supervision, and relations in the field.

Recommendations

1. The problem of governance of the secondary program should be explored. The University Council on Teacher Education is a praiseworthy attempt at cross-campus involvement in teacher education, but the size and broad focus of the group may not meet the specific needs of the secondary group. A smaller committee with significant involvement by members of the secondary education faculty would serve to focus energies on secondary specific problems.

2. The Secondary Department should continue to explore mechanisms to involve students in realistic school settings at an earlier date.

3. The problem of articulation of Psychology 366, Educational Psychology, with the rest of the components of the professional program should continue to be explored. The evaluation team was concerned that the course should place more emphasis on practical considerations of the student learning process, techniques for motivating students, hindrances to learning, and dealing effectively with student discipline problems. An ad hoc committee with representation from the Secondary Department, the academic departments, and appropriate instructors from Psychology might focus on goals, content, instructional procedures, field based applications, and methods of evaluation.

4. The content in the following three courses should continue to be developed and revised to become more relevant and applicable to teacher education students:

   Secondary Education 345 Metrics for Teachers
   Secondary Education 510 Improvement of Reading
   Psychology 366 Educational Psychology

ART EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	The department has met the standard as specified in the self-study report with the following supplemental comments:
II.	This standard has been complied with as specified in the self-study report. In addition, the department has provided students with easy access to art work by internationally acclaimed printmakers in their gallery. (Printmaking West)
IV.	In the self-study report, the department states that Standard IV cannot be considered complete without years of teaching experience. While this is true, it is hard to imagine students any more prepared than students from this program. As far as it is possible, this standard has been met.
V.	Standard V has been satisfactorily met but could be improved upon if recommendations are implemented.
IX.	This standard is being satisfactorily complied with, but recommendation No. 1 would be very valuable in enhancing the art education student's experience.
X.	In the self-study report, the department states that this standard is not fully met. The department does require one class in another arts area. This is insufficient, but to increase the requirement would necessitate taking away one elective. Possibly the department could develop new strategies to bring the other arts to the students. Such efforts could include lunchtime activities similar to the "Brownbag Series" that Salt Lake City sponsors. The "Brownbag Series" offers half-hour concerts, plays, poetry readings, and mime performances which have been very well received.

Commendations

1. The Art Education Department should be commended for preparing an accurate and very well organized self-study committee report.

2. The facilities in the Art Department are excellent and supply the students with a wide range of resources. Of special note is the gallery and display space. The exhibit was exceptional and the department deserves praise for securing such an outstanding exhibit of renowned printmakers (Printmaking West).

3. The outgoing department chairman has built an impressive program to prepare students for a successful teaching career. In addition to providing the necessary information, a warm, caring relationship has been developed with the students.

Recommendations

1. It would be very helpful if each teacher in the Art Department would discuss teaching strategies with the art education students. Each area of emphasis has special characteristics that could create special problems for effective teaching. Input from each of these teachers would be very valuable.

2. Art teachers are often called upon to perform special tasks within a school, including yearbook, theatrical scenery, posters, advertisements, photography, and preparing art exhibits. In order to perform these tasks effectively, special skills are required. Currently these skills are not adequately covered for all art education students. It would be very helpful to have a presentation techniques class where these skills could be adequately covered. The College of Education might consider allowing such a class to be taken (by art education students) instead of their current instructional media production class (to preserve the already small number of electives open to art education students).

ENGLISH/LANGUAGE ARTS

ENGLISH

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are fully met with the following exceptions:
II.	Partially met. Little evidence of the inclusion of language for control and management.
VI.	Substantially met. "Developing child" does not seem to be a focus.
VII.	Fully met except for one or two specified areas of literature.
X.	Substantially met.
XI.	Substantially met.
XIV.	Substantially met.
	All can be met fully through a combination of required and elective courses.

Commendations

1. The English program is well balanced, especially in the composite major.

2. The highly qualified English faculty keeps abreast of its discipline. It is aware of current studies on the teaching of English; several members are directly involved in national studies and workshops; the new writing program is unusually strong, especially as it involves a university-wide writing diagnostic test for candidates for teaching.

3. The department developed a statewide STET (State Teachers of English Teachers) organization to correlate and share information on the various university programs in English education.

4. The English Department is an integral part of the Utah Writers Project, part of a national writing program.

5. There is effective cooperation between English and Secondary Education, including a sharing of responsibilities in such areas as supervision of student teaching and curriculum.

6. The USU English Department Program Review, a voluntary self-study with a follow-up examination from outside the university, and the department-initiated study of student evaluation of English courses both point to the Department's desire for excellence.

Recommendations

1. The current teaching major has fewer course requirements (45 credits) than does the departmental major (70 credits). The completion of the proposed composite major as recommended in the department's self-study should receive full support.

2. The lack of a requirement for a foreign language needs further consideration.

3. Because many English minors are hired to teach English, the Departments of English and Secondary Education need to consider the strengthening of minor requirements. Two specific areas are a methods course in the teaching of English and a student teaching assignment to include English.

4. The USU practice of permitting students to choose between a major in English and a major in secondary education results in dual administration and is a source of confusion and discrimination. For example, a secondary education major in English cannot belong to the English honor society (even though the course work is identical). To correct this problem, all English majors should register in their academic department and college.

5. The department should develop a follow-up study of graduates to help assess the effectiveness of present requirements. Such a study might also reveal ways to attract more majors, both teaching and non-teaching.

6. The department should re-examine its current program in light of the trend toward the middle school program in public education.

JOURNALISM

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	There are no formally adopted standards in this academic discipline.

Commendations

1. The faculty members are dedicated and enthusiastic, as shown in part by the departments meeting many of the suggestions made in the 1976 state evaluation.

2. The emphasis on journalism is productive, especially in the program leading to competency in career journalism as well as in teaching. With so few teaching majors, the department understandably focuses on the professional journalist.

3. The methods course taught for the combined journalism-speech-theater arts students receives praise from the students.

4. The department effectively combines a major/minor course of study with the general education program for the university.

5. The proposal for a new teaching minor in journalism reflects the needs of the public schools.

Recommendations

1. The major, including electives, gives a broad background for journalism and for teaching journalism. The minor, however, should be adjusted as proposed in the self-study.

2. Although there are currently too few journalism teaching majors to warrant a very expanded program, there is still a need for an instructor with recent professional experience coupled with secondary school experience. Too, someone with an advertising and public relations background is essential for future department development. Such additions would make it possible for the department to better serve public schools, permitting more complete teacher training, more workshops, summer school offerings, and public school assistance.

3. The department should develop a follow-up study of graduates to help assess the effectiveness of present requirements. Such a study might also reveal ways to attract more majors.

4. The USU practice of permitting students to choose between an academic major and a secondary education major results in dual administration and is a source of confusion and discrimination. The practice needs re-examination.

SPEECH COMMUNICATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I-V.	All are addressed in the complement of classes and are substantially met. I C, II A, III A and C, and IV A appear

to be included only in a general way and bear further study and implementation.

There is some dependence on electives to meet the standards.

Commendations

1. The growth of the speech faculty shows careful consideration for the needs of the department and the students. There is now a wide range of qualifications; there are specialists in such key areas as speech education.

2. The members of the faculty recognize difficult problems and genuinely work to solve them. Budget limitations will be a major problem.

3. The small number of speech teaching majors necessitates a combined journalism-speech-theatre arts methods course; but through cooperative effort, the course seems to be working well. Student reaction is very favorable.

Recommendations

1. Recommendations given in the self-study seem very important in immediate and long-range planning and certainly merit thorough consideration now. Because of the enrollment pattern, limitations bear more heavily on general education courses than on the teacher education program. A teaching practicum or other similar experience early in the program should receive priority attention.

2. More direct contact with the public schools, more workshops as a service to the schools, more feedback from the schools would add to the value of the program. Budget limitations restrict some activities and necessary faculty.

3. Re-examination of the courses required for a major, especially those offered by the Theater Arts Department, is advisable. Course numbers, credit hours, and staffing demands are problems inherent in number 1 above and require the combined efforts of both departments. The number of lower division courses required may present a hardship to students and discourage students from majoring in speech.

4. The department should develop a follow-up study of graduates to help assess the effectiveness of present requirements. Such a study might also reveal ways to attract more majors--both teaching and nonteaching.

THEATER ARTS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)

The Standards Analysis submitted is for March 1976, a previous self-study, and addresses three previous standards.

The current program meets all 13 standards well except for XII and XIII, which seem to be met only partially.

Commendations

1. The faculty and students are cooperative and enthusiastic; they believe in their program.

2. The current program, as established a year ago, more nearly meets the national levels and incorporates recommendations of the faculty for the major. Students and faculty regard it as effective in giving breadth and depth for performance and for teaching.

3. There seems to be a high degree of involvement with the cooperating teachers in the student teaching experience.

4. The combining of theater arts methods with the related areas of journalism and speech has established itself with students and faculty as a workable choice for limited enrollment in these areas.

Recommendations

1. The self-study report recommends establishing a teaching practicum and/or internship as a means of better and earlier preparation for student teaching. Students and cooperating teachers agree.

2. The self-study report also recommends that theater arts majors have the option of the B.S. degree in addition to the current B.A. degree. Although the B.A. is more appropriate for this discipline, the option seems compatible with other university programs. Additional course work in the major could be an alternative.

3. The teaching minor should be examined and improved. With no pre-requisites listed in the self-study, the minor seems to give a limited base for teaching.

4. The USU practice of permitting students to choose between an academic major and a secondary education major results in dual administration and is a source of confusion for the students. The practice merits re-examination.

5. The department should develop a follow-up study of graduates to help assess the effectiveness of present requirements. Such a study might also reveal ways to attract more majors.

SPEECH-THEATER ARTS COMPOSITE

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	The Standards Analysis for Speech and the Description of the Program for Speech were duplicated for the Speech-Theater Arts Composite report. There is, therefore, no firm base for assessing the degree to which standards are met in the composite. Overall, the program gives students an extensive background, especially if electives are included.

Commendations

1. Esprit de corp is high, almost contagious, among most faculty and students.

2. Combining speech and theater arts gives a strong faculty for the composite major. There is breadth of training and experience.

3. The combining of the composite methods course with the related areas of journalism and communications has established itself with students and faculty as a workable choice for limited enrollment.

Recommendations

1. The composite major should be examined and improved. The fact that many if not most speech-theater arts public school teachers also teach English might dictate the inclusion of English courses and/or methods. The one student teacher with this composite teaches two sections of English and feels inadequate.

2. There is generally good cooperation between speech and theater arts, but students feel a need for even better correlation and for more focus on those in teaching (as opposed to those in the performing arts).

3. More pre-teaching experience should be incorporated in the teacher-training program. (Budget seems a problem here.)

4. There is some evidence that more help in play production and in writing skills would round out the program.

FOREIGN LANGUAGES

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	The standards are met completely or substantially as indicated in the self-study with the following comments:
II. A.	All courses in the program provide experiences in listening comprehension.
E.	Met sufficiently for most students through the linguistics courses.
F.	Met through culture and civilization courses, literature courses plus the influence of the culture expressed in all of the language courses offered in the department.
G.	Met for most students in the program through course work and practical experience in methods courses and student teaching.
H.	The use of educational media can be taught in class. Knowledge of the relationship of languages and other areas of the curriculum is gaining in importance at the present time. The ability to evaluate professional literature comes with experience and continued study.
IV.	Not applicable.

Commendation

An excellent program of instruction and training has been made available to prospective teachers of languages. The staff members are highly trained, enthusiastic, and extremely capable. Many of the staff members have had experience as language teachers in the public schools. Small numbers of students in upper division classes provide the opportunity for attention to individual needs of students.

Recommendations

1. Supervision of the student teaching in French and German needs to be adjusted so that qualified linguists can work with students in the field. This is the capstone experience of teacher training and more needs to be done to increase the quantity and quality of visits to the student teacher functioning in the classroom. If the university supervisor does not know the language in which instruction is being given by the student teacher, the opportunities for providing

suggestions for improvement are seriously limited. This is not fair to the student teacher and it could limit the degree of proficiency that could be achieved in this experience. Both departments--Education and Fine Arts--should put forth resources and time to solve the problem.

2. The thought was expressed that literature was receiving a little too much emphasis in the preparation of prospective teachers to the exclusion of training in culture and language.

3. The professors of linguistics and applied linguistics and methodology should review the content of their courses in order to eliminate some duplication.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION COMPOSITE MAJOR

STANDARDS ANALYSIS
Based on Standards for State Approval of Teacher Education)

Standardard	Evaluation (How and Extent to Which Each Standard is Met)
	Physical education standards are substantially met except as follows:
III.	The standard is not met sufficiently with the requirement of only six credit hours out of 37 for fundamentals or activity areas.
	Health standards are substantially met except as follows:
II.	This standard is met partially through required health education courses; however, the omission of required human physiology and anatomy weakens this area.
IV.	This standard is met sufficiently with the exception of community and environmental health including sanitation and pollution.

Commendations

1. The excellent working relationship between the Department of Health and Physical Education and Recreation and the College of Education is commendable.

2. The futuristic planning in terms identification of professional goals, curriculum revision, faculty incentives, and creative financing since the 1976 evaluation is noteworthy.

3. The excellent facilities enhance program instruction.

Recommendations

1. Re-evaluate the composite Health and Physical Education Teaching Major in relationship to stated objectives, required courses and program electives.

2. Consider the advantages and disadvantages of substituting strong major and minor programs for the present composite teaching major in health and physical education.

HEALTH EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are met completely, except as follows:
III.	This standard is met substantially. The weakest area is community and environmental health including sanitation and pollution. No course is presently available which adequately covers the area of community health or environmental health. The only content on safety in the program is that which is included in first aid courses; thus, this category is only moderately met.

Students become familiar with the State Course of Study in Health in two courses: Health Foundations of Education and Methods. In addition, the practical application is discussed during the student teaching seminar.

Commendations

1. It was encouraging to note that several recommendations written in the 1976 review have been implemented including the requirement of human anatomy and human physiology.

2. The excellent working relationship established by faculty is commendable.

3. The involvement of faculty in professional leadership roles is particularly noteworthy.

Recommendations

1. More involvement of health education faculty in the supervision of student teachers.

2. Interchange of ideas between biology faculty and health faculty concerning curriculum development in environmental health.

3. The required School Health Program should be taught by health education faculty who have background and teaching experience in the public schools.

4. It is a valid recommendation made by the self-study committee to provide additional field experiences early in the program.

5. Provide a mechanism for teaching and evaluating performance of program graduates.

6. Provide opportunity for more laboratory experience in first aid and personal safety.

PHYSICAL EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are met completely except as follows:
III.	Standard is met substantially. Program content provides opportunity for meeting this standard; however, the completeness is dependent upon student choice.
IV.	Standard is met substantially if students choose some of the elective courses relating to principles, standards, and procedures of safety.

Students become familiar with the State Course of Study in Physical Education in two courses: Introduction to Physical Education, Administration of Physical Education. In addition, the practical application is discussed during the student teaching seminar.

Commendations

1. The design and implementation of the student teaching experience is excellent.

2. It is apparent that faculty members are highly professional in their interchange with colleagues and students.

Recommendations

1. Implement plan to involve students in additional field experiences in the public schools. The proposed plan includes designed experiences at the freshman, sophomore, and junior class levels.

2. It is a valid recommendation made by the self-study committee to provide a mechanism for better follow-up procedures for tracking program graduates. Feedback from evaluation instruments should be utilized in curriculum construction and revision.

3. Require or strongly recommend that majors take first aid and emergency care.

4. Re-evaluate required methods courses in terms of public school student interests, content overlap, and possible course combination, e.g., dual and individual sports.

5. As indicated by the self-study committee, develop strategies for assisting students in obtaining job placement.

6. Develop a mechanism for faculty to become re-acquainted with the physical education programs in secondary schools. A faculty exchange program is one possibility.

7. Student teaching placement of men and women should be facilitated by one department coordinator in cooperation with the College of Education. Subject-matter specialists should assist with student teaching supervision.

8. Students completing teacher certification or physical education should be listed in one group rather than designated as male or female.

PHYSICAL EDUCATION TEACHING MINOR

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Within the constraints of the teaching minor, the physical education minor appears to be adequate in all areas.

Recommendation

Require or strongly recommend that students select skills courses which relate directly to public school programs.

PHYSICAL EDUCATION/COACHING MINOR

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	The physical education coaching minor appears to be strong in all areas with the exception of opportunity for field experience outside of student teaching.

Recommendation

Careful consideration should be given to the development of a coaching field experience prior to student teaching.

DANCE EDUCATION

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standard is substantially met for majors but more emphasis could be given to aims and objectives.
I.	Through proper selection of electives, it would be possible to satisfactorily achieve this standard for minors also; however, due to the limited hours required in the minor, this standard does not receive high priority.
II.	The standard is met completely for majors and substantially for minors.
III.	The standard is met completely for majors, but not met through required courses in the minor. It could be satisfied through careful selection of electives.
IV.	Standard is met completely for majors and substantially for minors.
V.	Standard is met completely for majors and opportunity for achievement of this standard is available in the elective program for the minor; however, it is doubtful that the dance minor could become involved with all aspects of dance production.

In general, the dance minor prepares the student well in dance technique, methods, and program planning. Due to the restricted hours, the program offers less opportunity for (a) knowledge of the philosophy, aims, and objectives of dance education; (b) a strong scientific background relating to structure and function of the human body; (c) extended experiences in all aspects of dance production.

Commendation

The faculty is to be congratulated for obtaining a Utah Arts Council Grant which provides opportunity for three outside dance specialists or dance companies to be in residency on campus during the year. This experience is a cooperative effort with dance and elementary education.

Recommendations

1. Refer to the new NASDTEC Standards adopted June 25, 1981, in development of evaluation materials for subsequent reviews. It is noted that the dance major currently meets the new standards.

2. Develop a mechanism for a formalized follow up of graduates.

3. Provide opportunity for early on-hands experience in the public schools.

4. Maintain a proper balance between dance education objectives and dance performance objectives.

5. Allow for designated physical education courses to be substituted for courses more directly applicable to dance.

6. Continue to draw upon the expertise of faculty outside of dance to broaden the teaching support staff.

INSTRUCTIONAL TECHNOLOGY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	The standards at both undergraduate and graduate levels are completely met except as noted:
II. D.	Substantially met at undergraduate level; completely met at graduate level.
III. A.	Substantially met at undergraduate level; completely met at graduate level.
B.	Substantially met at undergraduate level; completely met at graduate level.
V. C.	Not an applicable standard on an undergraduate level; completely met on a graduate level.
VI. A.	Substantially met at undergraduate level; completely met at graduate level.
B.	Substantially met at undergraduate level; completely met at graduate level.
VII. B.	Substantially met on an undergraduate level; completely met on a graduate level.
VIII. B.	Not applicable on the undergraduate level; completely met on graduate level.
C.	Substantially met at undergraduate level; completely met at graduate level.
D.	Substantially met at undergraduate level; completely met at graduate level.

Commendations

1. The student-faculty relationship in the Department of Instructional Technology is outstanding. Standards of performance remain high and demanding; yet students are extremely complimentary of the interest, availability, and professional efforts of the faculty.

2. The staff has endeavored to close the gap between classroom instruction and on-the-job reality. They exemplify a willingness to incorporate the newest technology and latest concept into their teaching strategies.

3. The complete concern for students exhibited by members of this department is commendable. This concern is as strong for undergraduates as it is for graduate students, and it continues for years after the students have left the campus.

4. Contacts and interviews with media coordinators who are working in public schools and who graduated from Utah State University indicate no significant weaknesses in the educational program of the Department of Instructional Technology. In addition, every person interviewed expressed sincere appreciation for follow-up newsletters, telephone contacts, convention meetings, and written communications between the staff and themselves.

5. The departmental goals and objectives are well written. They are appropriate, useful, and in keeping with all of the requirements of the state.

6. The building space allocated to this department is well organized and sufficient for current needs. It is pleasant and colorful. The materials laboratory is efficiently arranged and the manager of this area works hard for efficient operation.

7. The curriculum offerings of this department are possibly the best in the state. They are flexible and provide for the needs of each student. The recent addition of the Ed.S. degree has closed the one gap that existed five years ago.

8. The faculty is to be commended for the self-study report which required long hours of work for the presentation to the Committee on Accreditation of the A.L.A. The report covered every facet and component of the Department and has proven to be useful for other purposes as well.

9. This department is staffed with capable professionals who devote many hours to community and educational work outside of classroom requirements. They are well respected throughout the state of Utah and elsewhere. They are efficient as a team, effective as educators, and appreciative of others. The department is administered by an outstanding administrator who recognizes and encourages the skills of his staff and, in turn, is accorded the respect he deserves from those who work with him.

Recommendations

1. It appears highly likely that federal and state funding for media programs in Utah will be reduced for the next two years. This could mean that the enrollment in some of the classes in this department may drop below the minimums established by the College of Education. It is recommended that the total class load being carried in summer as well as in the other three quarters be taken into account in calculating individual class enrollments.

2. It is recommended that the classes offered in the teaching minor be changed to include Ins. T. 441 or 442, 501, 521, 511, 531, and 512 as

the required courses with Instructional Technology 539 and work in micro-computers or single camera TV production as electives. This rearrangement would provide the undergraduate student with skills most appropriate for working in the public schools. It would also result in a clearer distinction between the undergraduate and graduate offerings. The addition of Instructional Technology 512 to the list of required subjects would involve students in the highly critical responsibility of providing reading guidance which is separate and distinct from that of knowing how to teach reading..

MATHEMATICS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are completely or substantially met in accordance with self-study except as follows:
II.	Completely met for majors. Minors would need substantial course work to pursue advanced study.
III.	The degree to which this standard is met is the result of interest in curriculum development by individual faculty members rather than a mandate of the course syllabi.
V.	Again, the result of interest in teaching those topics rather than mandated part of the course. Computer science courses should also help meet this standard.
VI.	Some deficiences are noted in the recommendations section.

Commendations

1. The interest in teacher preparation by administration and faculty of the Mathematics Department is outstanding. This well qualified staff includes many with secondary teaching experience.

2. The level of cooperation between mathematics and secondary education faculties is also commended.

3. With the addition of computer courses as required courses for both teaching majors and minors, students will be far better prepared for the secondary school teaching experience.

4. The required and elective courses, allow the student sufficient flexibility to pursue his/her own mathematical interest while still requiring sufficient depth to maintain excellent general preparation in the subject.

Recommendations

1. The Mathematics Department and the Secondary Education Department need to organize and implement more effective recruiting procedures. Support for differential treatment for math teacher candidates, more contact with high school seniors, scholarship incentives, and other incentives need to be considered.

2. Specific treatment of history of mathematics, the impact of mathematical developments on our society, and the mathematical modeling process need to become a planned part of the teacher education

curriculum rather than just incidental treatment in courses taught by instructors with interest in these areas. Modern curriculum developments and the activities, services, and role of professional organizations of mathematics teachers should also become part of the course syllabi rather than depending on instructor's option.

3. While the graduates of this program have good preparation in mathematics and at least an introduction to the computer, there are two areas of preparation which are not being met adequately by the present courses: (a) Students need specific teaching strategies and methods for teaching pre-algebra arithmetic concepts which are necessary in the initial assignment of most beginning math teachers; (b) students need to learn to use micro-computers to support their mathematics instruction. Both of these areas should be included in the methods course.

4. Since most secondary schools now have, or soon will have, micro-computers in the classroom, the math department needs to obtain and use micro-computers to aid and assist the instructional process. The prospective math teacher needs to know how to use this important tool.

5. Students need more experience in the schools prior to student teaching. This might also become part of the methods course.

MATH/COMPUTER SCIENCE/STATISTICS COMPOSITE MAJOR

Commendations

1. The cooperation between the secondary education faculty and the subject matter faculty is outstanding.

2. The courses offered for composite majors in mathematics are excellent and insure thorough preparation for teachers assigned to teach algebra, geometry, and advanced mathematics courses.

3. The mathematics faculty and administration show substantial concern for, and interest in, the preparation of mathematics teachers. Many are experienced secondary teachers, several are active in inservice training, and most are very supportive of the teacher training programs.

4. This composite major is extremely well designed and teachers completing the program should be in high demand.

Recommendations

1. The recommendations of the self-study committee, No. 1 and No. 2, regarding recruiting and keeping math teachers should be implemented. Additional recruiting efforts by increasing contacts with high school seniors should also be implemented.

2. Although enrollments in the program may preclude offering a course in math history and a course in mathematical models, perhaps a single elective course which includes both topics could be offered by the mathematics department. Teaching problem solving could also be included in the course.

3. While the graduates of this program have excellent preparation in mathematics and adequate background for teaching beginning computer courses, the students may not be prepared to teach the pre-algebra arithmetic concepts which will be a part of the initial teaching assignment of most beginning math teachers. The methods course must provide specific teaching methods and strategies for teaching pre-algebra mathematics and also must provide instruction in using the micro-computer in the mathematics classroom. The existing program does not meet either of these needs. If the mathematical content of this course is too elementary to be offered for mathematics credit, this course could be offered by the department of secondary education, but the students completing the program must have training in the teaching of pre-algebra mathematics.

4. It is further recommended that students be encouraged and provided with additional opportunities for experience in the schools prior to the student teaching assignment.

5. The computer science department needs to recognize the important role they play in the preparation of the composite major and plan support to help prepare those graduates as teachers and not just as computer science students.

MUSIC EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are completely met, except as follows:
IV.	Substantially met. See recommendations.
V.	Substantially met. Some students believe the piano proficiency examination does not have high enough standards.
IX.	Substantially met.

Commendations

1. The quality of staff and their commitment to music education and the teacher training program is excellent. The "esprit de corps" with recent appointment of the new department head is very good. The staff works very well together. The great majority of staff members come to the university with a public school background which enhances the thrust of preparing teachers.

2. The students sense the commitment of staff. They believe staff members are truly interested in their individual welfare. They also report that the staff is of high quality.

3. There was high praise from students concerning the techniques used in the performance groups. For example, it was reported that the band director takes time during rehearsals to stop and explain the relationship of what he is doing to the responsibilities that will be encountered when they are teaching themselves.

4. There is a great interest on the part of staff in students as individuals and teaching methods are geared accordingly.

5. The curriculum has been developed well and provides the type of instruction needed to prepare good music teachers for the public schools.

Recommendations

1. Some assignments and responsibilities of the music staff are not counted as part of their teaching load. For example, one staff member attempts to supervise the music students during practice teaching in the public schools, and this supervision is above and beyond his regular teaching load. Consequently, the students who are practice teaching are not receiving regular organized supervision from the music staff. It is recommended that student teacher supervision be a regular part of the load assigned to faculty members and regular

visits be made to all students registered for student teaching. It is further recommended that, as far as possible, student teacher supervision be assigned to faculty members in the area of their expertise. Students doing practice teaching in the vocal area, for example, should be supervised by faculty with expertise in the vocal area.

2. The music staff should evaluate their required offerings for a minor in music. There were indications from some students and faculty that graduates with a minor in music are not well prepared to teach in this area after graduation.

3. All music majors should be required to perform in a senior recital as a part of their graduation. This would raise the general standards of musicianship of all graduates.

4. The faculty should review their system of evaluating transfer credits. Several transfer students expressed their confusion since they really didn't know where they stood as to courses still needed because offerings were so different.

5. Students expressed a need for better coordination in scheduling required classes between the music and education departments. It is somewhat common to have required courses in these two departments scheduled at the same time.

6. Many instruments are old and need to be repaired.

SCIENCE

Commendations

1. The quality of instruction and supervision of the secondary science teaching candidates is excellent. This is verified through responses of students, cooperating teachers, and graduates of the program.

2. The extent of science offerings and the rigor of training has resulted in outstanding science teaching graduates.

3. The science staff is nationally renowned. They also show empathy and concern for the student. The combination has resulted in a well-trained science teaching candidate.

4. The cooperation between the College of Science and the Department of Secondary Education is evident. Efforts should be made to maintain and even increase future communication and cooperation between them.

Recommendations

1. A major effort needs to be cooperatively undertaken by the College of Science and the Department of Secondary Education to recruit candidates into the various secondary science teaching programs. These endeavors should include efforts toward the senior high school students from "feeder" public schools, as well as the lower division students at the institution. Increasing public school enrollment in Utah and the developing opportunities in business and industry for science majors are creating a deficit of secondary science teaching candidates to such an extent that there will be a dearth of science oriented students in the public schools.

2. Follow-up studies of teaching graduates are needed to assess both the academic and professional education training components. This should be an on-going activity cooperatively pursued by both the College of Science and the Department of Secondary Education.

3. A coordinated effort should be made to design and offer inservice instruction in science and science education to the public school science teachers. An appropriate needs assessment should be a prerequisite to this endeavor to determine the needs and interests of the secondary science teachers of the state and adjacent areas.

4. The growth and development of a science education center is dependent on the assignment of a staff member on a full time basis.

5. The appropriate departments in the College of Science involved in teacher preparation should consider the identification of teaching competencies as a beginning point for possible program revision. Such an effort could serve to identify areas of duplication and omission, as well as depth of training. It could also assist in assessing the specific needs of prospective science educators. The Department of Secondary Education should be highly involved in this effort.

6. In the event that a Middle School Endorsement program is developed, the science curriculum offerings at this grade level should be closely scrutinized in determining the science requirements for teaching candidates.

7. Most of the science teaching programs have, where appropriate, field and laboratory experiences associated with the academic courses. These experiences are vital to the science teaching candidate if he/she is to incorporate them into the public school curriculum. However, many science teaching candidates show deficiencies in the setting up of laboratory and/or field activities. Options should be explored to enable these candidates to gain further experience in accommodating these kinds of activities, i.e., laboratory teaching assistants or aides.

BIOLOGICAL SCIENCE COMPOSITE

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I, II, III, IV and V	These standards are met substantially through specific course work in either the academic college, the Department of Secondary Education, or a combination of both.
VI.	This standard is insufficiently met. There is a strong effort by the science specialist in the Department of Secondary Education to overcome this deficiency; but time, materials, and facilities limit this effort. The appropriate academic departments must assume a major role in remediation of this standard. Utilization of preservice teaching candidates as laboratory assistants would be a major effort in this endeavor, but other alternatives could be cooperatively developed by the appropriate academic departments and the science specialist in Secondary Education. The acquisition of laboratory skills and activities is vital to the training of prospective biology teachers.

Commendations

1. The variety of course offerings and the qualifications of staff are outstanding. (See recommendation no. 9 for suggested modification to course requirements.)

2. There is strong evidence of cooperation between the Departments of Biology and Secondary Education.

3. The number of students enrolling in the program has been maintained, rather than showing a decrease, as in some science teaching programs. This is commendable. Additional efforts should be made to recruit

increased numbers. (See general recommendation regarding recruitment.)

Recommendations

1. Students majoring in this program should serve as teaching assistants in one or more courses in the biology core in order to gain valuable experience in laboratory teaching and management.

2. The secondary education science supervisor should be invited to participate in the planning of the biology division and other relevant academic units.

3. The use of performance-based criteria should be explored and implemented in both the Secondary Education and subject-matter departments. An early step in this direction should be the development of criteria for logical evaluation of advanced placement courses.

4. Means for recruitment of well-qualified students must be sought. Members of the subject-matter departments especially must be made conscious of this need.

5. Programs for the continuing education of those teaching in biology are badly needed. They should involve both extension and on-campus activities. Inservice training in field and laboratory areas is a particularly critical need.

6. Research aimed at the development and validation of candidate selection procedures and teacher training activities is needed.

7. Explore the possibility of making modern secondary school science teaching materials and equipment available to prospective science teachers.

8. Include a science education component in the move toward establishing a field centered approach to pre-service teacher education.

9. In considering the present biology content and offerings in the high schools, it is recommended that the requirements in the category of evolution-earth history be decreased and the areas of field courses and/or upper division botany be increased.

10. In the catalog information for the Department of Biology, there is no mention of this major or program. It is recommended that this be corrected and cross-referenced to the College of Education offerings.

ZOOLOGY MINOR

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are substantially met, with comment.
V.	Standard is met substantially if the major is in a science area.
VI.	Standard is met substantially if the science method class is taken.

Commendation

This minor appears to accommodate those candidates who are pursuing a non-science major. Recognizing this likelihood, the program provides a survey of the biological science field.

Recommendation

If the premise noted in the commendation is correct (minor accommodates a non-science major), there may be value in consideration of the possible public school science teaching assignments this candidate could receive--zoology, biology, or physiology--and review the elective options for possible inclusion of additional physiology courses. The natural history option seems to be met with the present elective listings.

EARTH SCIENCE COMPOSITE

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are completely or substantially met. (See number 7 under general recommendations for science as it applies to Standard III.

Commendations

1. The staff of the Department of Geology have excellent credentials.
2. The academic component provides the candidate with a broad background in earth and space sciences.
3. The course offerings in geology provide for some depth of training in those branches of the subject considered most important. It is a

well-balanced program providing a broad background in both the earth and space sciences.

Recommendations

1. As noted in general recommendation No. 1, a systematic recruitment effort is vitally needed to attract interested students in this program. This is a major dimension of the science offering at junior high/middle school and is most frequently being taught by educators inadequately trained in the earth-space sciences.

2. Further guidelines or recommendations shold be made to assist the student in planning his/her program to provide for adequate upper division credit necessary for graduation.

PHYSICAL SCIENCE TEACHING COMPOSITE

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
All standards are met completely or substantially.	

Commendations

1. The laboratory and research facilities in the academic departments are very good.

2. It appears that the majority of the science courses required have laboratory work as an integral part of the course.

3. Many staff in the subject matter areas show genuine interest in the preservice program and have expressed a desire to make this a bona fide offering.

Recommendation

There is strong evidence that there is a major disagreement between the staff of the Colleges of Science and Education regarding the rigor, or lack of rigor, in this program. Perhaps it is unreasonable to expect a teaching candidate to elect this program because it is so rigorous, and yet is only minimal compared to the academic major requirements. There certainly is a need for teachers prepared in this program but the dearth of candidates requires some type of action.

CHEMISTRY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely or substantially with the following comment:
IV.	No provision or requirement in biology.

Commendations

1. Staff of the Department of Chemistry have done a commendable job of identifying the teaching competencies needed for effective performance in this area.

2. There is evidence of strong interest in this program by certain chemistry staff. Hopefully, this interest will result in additional recruitment efforts.

3. The listing of the chemistry teaching major and minor requirements in the catalog offerings for the Department of Chemistry and Biochemistry demonstrates an interest and desire to alert prospective candidates to this option.

Recommendations

1. Appropriate courses in biology should be added to the course requirements to satisfy Standard IV.

2. The Department of Chemistry and Biochemistry in cooperation with the Department of Secondary Education, should identify students with a chemistry teaching major or minor in order to help such students develop skills necessary for successful teaching in the field.

3. As noted in the general recommendations for science, recruitment efforts to gain interested candidates into this program should be a first priority. Minor program changes can follow after the students are enlisted.

PHYSICS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I.	Insufficiently met. The present program provides only a limited study of the fundamental topics of physics.

II. Substantially met.

III. Substantially met.

IV. Insufficiently met. There is no upper division requirement in atomic or nuclear physics.

V. Insufficiently met. The program does not include requirements in biology or chemistry.

VI. Insufficiently met. The opportunity to develop laboratory skills is very limited.

Commendation

There is evidence of interest on the part of certain staff in the Department of Physics to see this program gets implemented.

Recommendations

1. The present teaching major is marginal and consideration should be given to replacing it by a Physics-Mathematics composite major. There may be value in including computer science into the composite program.

2. Students selecting this composite major could serve as teaching assistants in one of the introductory physics laboratory courses to gain valuable experience.

3. The secondary education science supervisor should interact with the Physics Department relative to the philosophy and approach used in the upper division courses selected by students in the proposed composite.

4. A cooperative effort should be initiated to recruit well-qualified students into the proposed program.

SOCIAL STUDIES

SOCIAL STUDIES COMPOSITE

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards I through VI are substantially met with comment as follows:
I.	The new Social Studies Composite provides for a minimum of 28 hours in history plus at least 23 and 18 hours respectively in two other social studies disciplines. In addition, students must take other social sciences and humanities courses as a part of their general education requirements and as a part of their electives. The proposed option II American Studies Composite will directly provide high quality integrated learning experience with several courses directly team-taught or highly coordinated. Classes that contribute to this objective include Secondary Education 310, Social Studies Curriculum and Methods; Geography 580, Teaching Geography; History 300, Sources and Methods of Teaching History; plus numerous classes such as History/English 150, The American Character; History 455, the Frontier in American History; Economics 511, Economic History of the United States.
II.	Several things continue to foster interdisciplinary cooperation. First, in every social science department there is a liaison person who is genuinely interested in teacher certification. In most cases, these advisors have formerly taught in the public schools which gives them special insight. The academic departments have been very cooperative with the teacher education program at USU and should be commended. Specific courses such as Economics 511, Economic History of the U.S.; Economics 512, Economic History of the Frontier; History 444, War and Depression; History/English 150, the American Character; deal directly with interdisciplinary concepts and often involve team or cooperative teaching.
III.	History 300, Geography 588, Sociology 311 and 513, Psychology 140 and 440, and Political Science 551 make explicit syntactical structure (research methods, modes of inquiry) and the conceptual structure is a major part of the introductory and advanced survey courses in each of the disciplines.

IV. In Secondary Education 310 students become familiar with at least Shaver's Analysis of Public Issues Program , the Chicago Anthropology Project, Mehlingi's American Political Behavior, and Fenton's The Americans. They may also become acquainted with several other new social studies projects, depending upon their specialties. Those who take Geography 580 become thoroughly familiar and skilled in using the High School Geography Project. The Sociological Resources for Social Studies Project (SRSS) is used frequently by both sociology and education classes. They also become familiar with the USOE Curriculum Strand Values Education and several curriculum packages for slow learners in social studies.

V. Students acquire content about minority groups through Secondary Education 302; Sociology 240, 340, 420; Anthropology 150, 210, 501, 502, 503, and 504; Special Education 241; Education 555; several courses in history and geography. Many students tutor and student teach in Upward Bound projects at the Intermountain Inter-tribal School, at the Cache Career Development Center, etc.

VI. Most students take at least one instructional media class (IM 542 or IM 551) as one of their electives in the professional education component. Multi-media approaches characterize Secondary Education 301 and methods classes.

VII. This standard is met completely. Students acquire at least two courses in current problems in political science, sociology, geography, history, or economics. They cannot progress to student teaching until they can demonstrate proficiency in conducting three mini-lessons before peers (video-taped) and two in schools on controversial issues and value problems. They must be able to prepare lesson plans and units that require skill in writing and asking refocusing questions, analysis questions, synthesis (prediction and problem solving) and evaluation questions. Although students vary in their ability to conduct discussions using inquiry methods and specific questioning strategies, they are all competent in conducting a discussion on a controversial issue. In addition, they can distinguish between inquiry discussions with a value component and without. Prospective teachers can also identify the subcomponents of critical thinking.

Commendations

1. Strong, intelligent leadership is evident.

2. Availability for counseling is excellent.

3. Excellent relationships between academic areas and Education Department.

4. Excellent subject matter preparation for junior high and middle school teaching.

5. A very balanced program.

6. Field-based experiences are very good.

7. Development of student's discussion leading skills are excellent.

Recommendations

1. More students should be encouraged to pursue the new American Studies Composite--especially those interested in teaching junior high and middle schools.

2. Advising should be improved. Students currently don't need signatures for registration and often make errors because of lack of information.

3. Better ways need to be found and used to synthesize and integrate knowledge and skills.

4. An instructional media course should be mandatory rather than elective.

5. An exchange program should be worked out in which high school teachers and college teachers trade assignments for a quarter of teaching. Both would develop a better understanding of the complexities of education.

6. More experience is needed with multi-cultural groups and in inner-city areas.

ECONOMICS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely or substantially except:
V.	Only minimally met.

Commendation

There is a sensitivity to the needs of public school teachers.

Recommendation

The department should take action to assure that its proposal (presented on page 3A of Form COE-I-1/81) is implemented. This proposal requiring students to take Economics 218 (Economics of

Consumer Choices) will better enable prospective teachers to instruct their students on the ways in which the economic system will affect their everyday lives.

GEOGRAPHY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely or substantially with comments as follows:
I.	Given the fact that geography as a discipline is defined in natural human spatial relationships, the central focus is addressed most consistently. The whole of the curriculum is designed to address this question, but addressed most specifically in courses such as Geography 113, 351, 365, and the regional courses.
II.	Faculty are involved in a variety of interdisciplinary courses and programs on and off campus. Students are encouraged to take specified courses outside of geography that complete the existing curriculum.
III.	Geographic structure and methodology are dealt with in depth in Geography 580, 588, and other systematic courses.
V.	Cultural studies are the major focus of the regional geographies.
VI.	There is a very extensive use made of a wide variety of instructional multi-media in several courses. Geography 580 provides experiences in production and use of multi-media in teaching.
VII.	Regional courses (seven in all) plus the course on world affairs, Geography 340, deal directly with this standard.

Commendation

There is an obvious sensitivity to public school teaching.

Recommendations

1. Students should be encouraged to take a balanced geography curriculum by complementing the content areas with the necessary skill and teaching methodologies.

2. Provision should be made within the university structure to have the geography education specialist work more cooperatively in the student-teaching experience; this would facilitate a smoother integration of content-skill courses with the teaching of geography experience during student teaching.

3. Students should be involved in additional observation, tutoring, and actual classroom teaching in the public schools during the quarter in which they enroll in Geography 580.

HISTORY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are completely or substantially met with the following exceptions and comments:
II.	The department offers some interdisciplinary options which meet this standard at minimal level.
III.	History 586 (elective) focuses directly on the structure and method of history. In History 300 (required of teachers) students must define any two of the Social Sciences and then compare the methods, concepts, theories, branches, and tools of all of the social sciences during a week devoted to that topic.
IV.	Primary exposure to the new social studies occurs in the social studies methods course.
VI.	Prospective teachers are encouraged to take elective courses in USU's strong instructional media curriculum, particularly those dealing with media production for teachers and media selection. In addition, the History Department faculty realize that prospective teachers use their content professors as models as much as their training in the College of Education. The faculty members have consciously included considerable media experience in their teaching including the use of a large slide collection established by the department, and extensive map collection (both wall and transparency), and the library's simulation collection. Reader's theater presentations are included. Films are standard fare in history classes. The department has been instrumental in expanding the audio-visual service's film collection. History 300 is also an example of individualized instruction utilizing audio-visual tutorials and computer assisted instruction.

VII. Some parts of the courses on Ethnic (American Indian, Black) and area studies (Asia, Russia, Latin America, Africa) bear on the current problems of our society. History 489 allows the offering of special contemporary courses of relevance.

Commendations

1. There is evidence that many of the faculty are good teaching models.

2. There is evidence of good scholarship by many of the faculty members.

3. Availability of a variety of courses (American Indian History, Chicano History, Immigrant Black History, etc.) which bear directly on minority issues in contemporary United States.

Recommendations

1. There is a need to supplement the College of Education program in the teaching of the social sciences because of the unique character of history.

2. The departmental faculty should maintain close relationships with the social science teachers in the secondary schools to coordinate the program with their needs.

3. The development of a program in local history methods would be a desirable supplement to the teaching of Utah History in the junior high schools.

POLITICAL SCIENCE

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are substantially met with the following comments:
IV.	New approaches, materials, and methods are constantly being introduced into most of these courses.
V.	The core courses and the comparative cultures, the comparative government and the international relations components help to meet the standard.
VI.	The core courses and the PS 300, PS 490, and a selection of courses from the other three groups provide the student with the variety and levels required by this standard.

Commendations

1. Advising seems to be very good.

2. Internship before student teaching is an excellent experience.

Recommendations

1. The new course requirements should be implemented.

2. A number of special summer workshops have been designed by the department to aid the inservice teacher. More support for such programs from the State Board of Education, local boards, and the Utah Education Association would be very positive in assuring that teachers in the field are exposed to up-to-date substance, new teaching methods, and innovative methods of analyzing complex issues.

3. Attempts should be made to develop a social science methods class taught by a team of social science professors, high school teachers, and the secondary education department.

SOCIOLOGY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	A Standards Analysis was not included in the institutional self-study so it is summarized as follows:
I.	The program includes educational experiences related to the diverse behavior of peoples in different parts of the world and to major social upheavals and problems.
II.	The program includes courses which illustrate potential for interdisciplinary cooperation and reinforcement among the various social studies.
III.	The program includes the structure, lay concepts, methodology and generalizations in the various social studies.
IV.	The program assures experience with approaches and materials of the new social studies curriculum projects through the use of "Sociological Resources for the Social Studies" used in Sociology 480.
V.	The program includes content and experiences which provide a knowledge and understanding of the contributions and roles of all racial, ethnic, and religious groups through most of the course work and more specifically through Sociology 101, 245, 433, and Anthropology 501 and 504.

VI.	The program provides experiences in the effective use of multi-media resources through Sociology 480 (Seminar in Teacher Education).
VII.	The program assures the student has a knowledge of current affairs and controversial issues. Teaching strategies for their effective use are covered in Sociology 480.

PSYCHOLOGY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely or substantially with comments as follows:
I.	A fairly comprehensive study is covered in the required class Psychology 510 (History and Systems of Psychology).
II.	Experimental psychology, statistics, measurements, and laboratory experiences are introduced in required classes Psychology 101 (General Psychology) and Psychology 110 (Human Development). These studies are further pursued in Psychology 342 (Thinking and Verbal Learning), Psychology 351 (Social Psychology), and Psychology 372 (Behavior Modification). Psychology 140 (Analysis of Behavior) is experimental and laboratory work.
III.	This standard is met with the completion of the required class Psychology 101 (General Psychology) and Psychology 110 (Human Development).
IV.	The subjects of motivation and emotion are studied in several of the core classes and in Psychology 421 (Personality Theory), a required course.
V.	This standard is met upon the completion of the required course, Psychology 342 (Thinking and Verbal Learning).
VI.	Psychology 351 (Social Psychology), a required course, includes the subject matter to meet this standard.
VII.	The required class, Psychology 110 (Human Development) includes the study of the development of behavior including child, adolescent, and life span development.
VIII.	Societal perceptions of normality and deviance is identified throughout the first two Psychology Core classes (Psychology 101 and Psychology 110). Psychology 321 (Abnormal Psychology) is usually taken.

IX. This standard is pointed out in each and every psychology class at Utah State University, particularly in Psychology 372 (Behavior Modification), a core class.

X. In every core class, new experimental behaviors are mentioned. In addition, biofeedback is available for indepth study.

XI. Again, this standard is pursued throughout the program. This is the general aim of instruction.

Commendations

1. USU offers a full spectrum of psychology course work.

2. Strong scholarly leadership is evident.

3. The program is supported by a professional, well-prepared faculty.

4. Obvious sensitivity to the needs of students preparing to teach is in evidence.

Recommendations

1. The American Psychological Association has provided extensive materials as an aid to teachers of high school classes. Some of these materials are available in the department's advising office. More of these materials should be made available in the future.

2. Considerable material is available in the department's advisement office on the subject of careers in psychology (educational and non-educational applications). More of this type of information should be available to students.

3. Secondary staff teachers who are currently teaching psychology need a dissemination program that can continue beyond the present system of intermittent contact.

4. Psychological testing for each graduate of psychology has been suggested by the faculty. This suggestion should be thoroughly explored.

VOCATIONAL EDUCATION

GENERAL

Vocational education teacher educators have a desire to serve students and to help them prepare for teaching vocational education.

Some students lack self-confidence and are reluctant to make decisions.

Work on occupational experience needs to promote self-confidence, provide positive reinforcement, and have built-in supports for students.

Future teacher education evaluations must have involvement of vocational education state staff specialists, either as a part of the self-study evaluation team, or the on-site evaluation team. State staff members work directly with teacher educators and monitor and observe teachers in the field and, therefore, should be of considerable value in evaluating teacher training programs.

AGRICULTURE

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are completly or substantially met.

Commendations

1. Use of television media in the methods class is excellent.
2. The program is comprehensive and gives students excellent practical experience in most areas.
3. The College of Education provides support and encouragement for the agricultural education program.
4. The requirement for work experience is an excellent way to orient students to the practical world.
5. The Freshman Student School Visitation Program gives the prospective teacher an excellent exposure to what teaching is.

Recommendations

1. Continue efforts to upgrade technology in subject areas.

2. The Agricultural Education Department should work with the Plant Science Department to develop courses that specifically relate to the cultural practices of crop production in Utah. This could be supplemented by developing a portion of the agricultural education methods course into a practical hands-on methods approach to teaching secondary students plant science. Both student teachers and practicing teachers feel the teaching of plant and soil science at the secondary level is the weakest aspect of the vocational agriculture program at USU.

BUSINESS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are completely met, except for Standard VII A, B, and C, which is substantially met.

Commendations

1. Staff members are highly qualified and are professionally prepared.
2. Cooperative experience is excellent.
3. Support of the business teacher education program by the university seems solid.
4. Student observation of various teachers is excellent.

Recommendations

1. More emphasis should be given to methods and content to be taught in teaching general business, accounting, and data/word processing subjects at the secondary level. Consideration may be given to offering methods classes with the following emphasis:

   a. Cooperative Education/General Business
   b. Accounting/Data Processing
   c. Typewriting/Word Processing

2. While the philosophy and objectives of vocational education are dealt with in the program, it is felt that greater attention and depth are needed. Potential teachers need to understand the background and be able to prepare students for vocational careers as their primary objective.

3. Greater emphasis and understanding should be given to the purposes and advantages of follow-up studies for potential teachers.

4. A unit of instruction dealing with vocational training for handicapped/disadvantaged students should be included in the teacher preparation program. Instruction should provide specific understandings relating to the responsibilities of teachers to adequately serve special needs students.

DISTRIBUTIVE EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely.

Commendations

1. The staff is excellent and devoted.
2. The curriculum is current and up to date.
3. There seems to be great enthusiasm among students.
4. The DECA program seems effective as an integral part of the program.

Recommendations

1. A new course BE 140 (Micro-computers in Business), should be required in the curriculum for distributive education majors.
2. In the advising process, students majoring in distributive education should be strongly encouraged to complete the typing option.
3. In the distributive education methods classes, more emphasis should be placed on using a wider variety of instructional techniques in the DE classroom, including learning activities (group process activities) which actively involve students.
4. While some combining of classes between business and distributive education may be beneficial, students should understand their specific program and not be confused as to their goals.

HOME ECONOMICS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are completely or substantially met.

Commendations

1. The staff is dedicated and well prepared.

2. The use of media in the methods course is excellent.

3. The three-week "September Experience," is an excellent part of teacher orientation.

4. The addition of the occupational clothing class to the curriculum indicates staff concern for job preparation programs.

Recommendations

1. There should be additional experience in housing and interior design in the home economics curriculum.

2. The educational psychology class should be more relevant to the teaching profession and the preparation of teachers in today's school system.

3. Students should be given more information about competency tests available and encouraged to take tests rather than repeat a class.

4. The Occupational Home Economics Course, (HECE 445), should be required for all prospective home economics teachers. HECE 110 (Basic Clothing Construction) might be dropped as a requirement to compensate for this addition. Students might be permitted to demonstrate competency or take the course as an elective.

INDUSTRIAL ARTS

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely or substantially.

Commendations

1. The use of instructional media in the methods class provides excellent training.

2. Instructional staff is well prepared and dedicated.

Recommendations

1. There is confusion about differences and relationships among industrial arts, trade and technical, and technical education. Students should understand each area, including requirements and potentials of each.

2. Students feel they need more depth in fiscal control and shop management.

3. Students should be given credit for bona fide work experience and not have to take basic classes.

POST BACCALAUREATE AND GRADUATE PROGRAMS

ADMINISTRATIVE-SUPERVISORY ENDORSEMENT

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met. Standard utilized in evaluating the administrative/supervisory endorsement were those specified for "superintendents" in Standards for State Approval of Teacher Education.

Commendation

The College of Education has developed the administrative/supervisory endorsement program utilizing state guidelines from which it has developed program components and "area requirements" and "competencies" for each of the "areas." The program is well-thought out, focuses on areas pertinent in the preparation of administrators and supervisors. Though the program is new, its base is sound and should provide sufficient preparation and training for the prospective administrative/supervisor.

Recommendations

1. The program for the administrative/supervisory endorsement specifies internship experiences in elementary, middle, secondary, and special education. Such broad exposure during the internship experience is commendable and is to be applauded. Caution is urged in planning the internship experiences so as not to unduly dilute the experiences which the student has identified as essential at the level of his professional choice.

2. The College of Education should give consideration to specifying a "core" of required courses in administration, curriculum, and supervision in order to assure the same basic preparation for students in those areas judged as essential in the preparation of such personnel.

COMMUNICATION DISORDERS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely.

Commendations

1. Outreach inservice efforts to local populations and school districts are excellent.

2. The staff has worked to adapt the existing physical facility which had limited accessibility for the physically handicapped in order to assure program quality for all.

3. The program is responsive to change as exemplified in contact with professionals in the field, research in latest techniques, materials, practices, etc.

4. The Manual of Standard Operating Procedures for the Utah State University Speech-Hearing Language Center: Speech-Language Pathology is an outstanding asset to students.

5. The effective blending of didactic coursework with field-based experiences is outstanding.

Recommendations

1. There should be further modification of the physical facilities for accessibility by the physically handicapped.

2. Efforts should be continued in outreach inservice to local populations and school districts.

3. Efforts should be continued to work closely with special education and regular education in order to enhance learning experiences for students in all three areas (communication disorders, special education, and regular education).

AUDIOLOGY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely.

Commendations

1. Outreach programs for parents are outstanding.

2. Continued efforts in outreach inservice is commendable.

3. Non-degree track options in order to assure educational opportunities for children is also commendable, i.e., (a) Educational Audiology without the education component; (b) Educational Audiology without the clinical component; (c) Project Ski-Hi

4. Attention to latest materials, equipment, and methods is excellent.

5. The department appears to be responsive to the need for continued evaluation to improve the program through a variety of techniques, including a continuous review of literature and follow up of professionals in the field, indicating needs.

6. The Manual of Standard Operating Procedures for the Utah State University Speech-Language-Hearing Center: Audiology is an outstanding aid to students.

7. Effective blending of didactic course work and field experiences is outstanding.

Recommendations

1. The department should continue with evaluation and improvement of the program as outlined in the self-evaluation. Efforts made thus far in this area are commendable.

2. The department should continue to expand inservice work with school districts throughout the state. Efforts made in this direction also are commendable.

SCHOOL PSYCHOLOGY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the following comments:
II.	In addition to demonstration of mastery of competencies through examination or observation through supervised practicum experiences, each candidate meets with the faculty once each year to review his/her progress. The department is currently pursuing a more articulated evaluation system in terms of competencies.
III.	Incorporate student evaluation in curriculum model to test and shape department program.
VI.	Supervision is conducted on site and includes student and cooperating professional, as well as other staff, including administration.
VII.	Course work is noted for students to take in other departments, particularly special education and F.C.D. The school psychology program is undergoing major revisions and it is recommended that more attention be given to curriculum and also to secondary education
IX.	Confusion appears to exist in some course work and will be stronger in new proposed program. The area should be strengthened not only in exposure to knowledge but in terms of establishing a procedure with students to help them understand curriculum as it exists in service locations.
X.	Students work in closely supervised laboratory and clinical experiences at Utah State University (including the Exceptional Child Center) and at school locations.

Commendation

The yearly student faculty review of individual student programs and progress is an excellent procedure.

Recommendations

1. The department should continue to emphasize the "educational setting" aspect of the school psychology program and the role of the school psychologist as he/she functions in the educational setting.

2. The department should continue to develop more definitive evaluation prototypes for use with students in the program in order to clarify, verify, and articulate the status of each student relative to competencies he/she is striving to attain. This would appear to be an inherent asset in the yearly student/faculty review as well as demonstration of positive student growth toward defined competencies.

3. The department should continue to utilize video tapes, etc. for supervision and observation of students in a variety of situations and settings.

4. The department should continue to incorporate more aspects of school curriculum development, materials, methodology and techniques of implementation, scope and sequence, and current practices into the program content for school psychologists.

5. The department should evaluate and assess expanding contact with education departments (elementary, secondary, and special education) in strengthening the <u>educational</u> aspects of the school psychologist program.

SPECIAL EDUCATION

RESOURCE TEACHER

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met completely, and in many cases commendably, with comments as follows:
V.	Proximity of the Exceptional Child Center is an outstanding asset that is put to exemplary use.
VI.	These experiences begin in the freshman year and continue on throughout the program. The sophomore experience in working with "normal" children in the regular school setting is commendable. Obvious care is exercised in selection of cooperating teachers and structuring student teaching.

TEACHER OF THE SEVERLY HANDICAPPED
(Emotionally Handicapped, Intellectually Handicapped Learning Disabled)

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	State Certification Competencies have been completely met as outlined through a comprehensive and commendable blending of coursework and observation/application and hands-on experiences (practice). Program standards have also been completely and demonstrably met.

Commendations

1. The selection of cooperating teachers is excellent.
2. Supervision of all field experiences is extremely well handled.
3. Provision of supervised laboratory experiences at all levels of the program is outstanding.
4. Efforts in development and validation of social skill programs are outstanding.

5. Behavioral management programs are accessed by not only special education students but regular students as well and are outstanding.

6. Special Education 301 is praised as invaluable by students in regular education.

7. Diagnostic assessment courses designed to determine eligibility and the I.E.P. Center for handicapped children are excellent.

8. Follow-up of teachers in the field and responsiveness to areas of need is invaluable in curriculum development.

9. Outreach inservice programs and materials adequately meet the needs of the local district.

10. Student teaching is well structured in the program in terms of cooperating teacher/student teacher expectation, role clarification, criteria to be met, and evaluation methods to be utilized.

11. Development, validation, and implementation of social skills programs are outstanding.

12. Responsiveness of the department to ongoing change in relation to curriculum development is outstanding. Procedures for evaluation of course work is commendable.

13. The Exceptional Child Center continues to enhance the special education program not only on campus, but to the parents, para-professionals, and professionals in Utah and surrounding states. Use of the Exceptional Child Center is commendable for field based experiences as well as classroom work.

14. There are feelings of commitment and openness evident among staff and between students and staff.

Recommendations

1. There should be continued development of the secondary special education program including pre-vocational, vocational, and career education areas in traditional school settings as well as special settings.

2. There should be continued validation and implementation of the social skills program. This is a critical area in special education across all age and handicapping perimeters.

3. The department should continue to keep abreast and to implement in course work (including experience based activities) those promising practices recommended by the Utah State Office of Education and those utilized by local school districts.

4. The use of seminars in conjunction with student teaching experiences should be explored.

5. Efforts should be continued to systematically integrate didactic course work and ongoing field experiences.

6. The expansion of tutorial one-on-one setting to small group situations should be evaluated.

7. There should be a continued effort to work closely with regular education and communication disorders to provide optional learning experiences for students in all three areas.

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APPENDIX A

UTAH STATE OFFICE OF EDUCATION
UTAH STATE UNIVERSITY ON-SITE VISITATION TEAM
SCHEDULE OF EVENTS
November 9-11, 1981

Monday, November 9, 1981

4:00 p.m. Visiting Team Orientation, University Inn, Room 509

5:30 p.m. Informal get-together (Team members, Teacher Education Program faculty and administrators, Northwest Section--Sage room, Taggart Student Center).

6:15 p.m. Dinner - (Team Members, Teacher Education Program, Faculty, and Administrators). Center Colony Room, Taggart Student Center.

Tuesday, November 10, 1981

8:30 a.m. Team members visit appropriate classes, faculty, students and administrators.

10:00 a.m. Team members visit Central Administration representatives. President's Conference Room. Old Main 120.

1:30 p.m. Team members visit with program students who are currently student teaching, Education Building, Room 102.

3:30 p.m. Team members visit with public school cooperating teachers. Education 102

Wednesday, November 11, 1981

8:30 a.m. Team members complete visits and interviews with faculty, students, and administrators in the Teacher Education Program.

10:30 a.m. Visiting Team meeting - University Inn, Room 509.

12:00 p.m. Luncheon and exit report - College of Education and University Administration.

NOTES:

Team Headquarters: University Inn, Room 509
Education Building, Room 308

Visits to cooperating schools may be arranged through the Student Teaching Office, Education, Room 113.

APPENDIX B

FACULTY AND STAFF ASSIGNMENT LIST
UTAH STATE UNIVERSITY ON-SITE VISIT

SUBJECT MATTER AREA	CONTACT PERSON(S)	LOCATION
Early Childhood	Jean Pugmire	Education 207
	Joan Bowden	Education 211 A
Art Education	Ray Hellberg	Fine Arts Center 116
Physical Education	Bob Sorenson	PE 122 A
English	Ken Hunsaker	Library 420
Journalism	Harold Kinzer	Animal Science 310 B
Theatre Arts	Farrell Black	Fine Arts Center 139 B
Speech	Harold Kinzer	Animal Science 310 B
Music	Alvin Wardle	Fine Arts Center 101
Social Studies	Dick Knight	Education 103 C
Geography	Cliff Craig	Main 307
Sociology	Pam Riley	Main 230
Instructional Media	Leon Beutler	Library 218
	Don Smellie	Library 112
Modern Languages	Al Smith	Main 209
Business Education	Lloyd Bartholome	Business 711
Agriculture Education	Gil Long	Ag. Science 254
Distributive Education	Bill Stull	Business 714
Home Economics Education	Carol Bocan	Family Life 303 B
Industrial/Technical Ed.	Neil Slack	Industrial Science 108
	Jay Hicken	Industrial Sc. 112 A
Administrative/Supervisory Endorsement	Terrance Hatch	Education 312 G.
Science	Walter Saunders	Education 111
	Garth Lee	Widstoe Hall 104
	Ray Sanders	NRB 325
Math	Ross Allen	Education 104 D
	Tony Bringhurst	Engineering 311
Special Education	Dan Morgan	High Rise Dorm. W.7219
	Richard Young	High Rise Dorm. W.7223
School Psychologist	David Stone	Education 305
Communicative Disorders	Tom Johnson	Mechanical Arts 201
Professional Education	Ken Farrer	Education 104 B
	Eldon Drake	Education 113 A
	Evelyn Wiggins	Education 205
Elementary Education	Art Jackson	Education 206